

## COVID-19 risk assessment – Full re-opening of schools

|   |   |                     |                        |
|---|---|---------------------|------------------------|
| Site / school name:                                   | ST MARYS CE VA PRIMARY SCHOOL   |                     |                        |
| Name(s) of person(s) covered by this assessment:      | <ul style="list-style-type: none"> <li>▪ Students</li> <li>▪ Staff</li> <li>▪ Catering and cleaning staff</li> <li>▪ Contractors</li> <li>▪ Visitors and Parents</li> <li>▪ Vulnerable Groups</li> </ul>  |                     |                        |
| Tasks and activities covered by this risk assessment: | <ul style="list-style-type: none"> <li>▪ Full re-opening for all children</li> <li>▪ Pick up and drop off from school</li> <li>▪ Teaching and lessons</li> <li>▪ Cleaning and sanitisation</li> <li>▪ Food provision</li> <li>▪ Continued remote working of some staff (where individual risk assessments dictate)</li> <li>▪ Wrap around care</li> </ul> |                     |                        |
| Equipment and materials used:                         | <ul style="list-style-type: none"> <li>▪ General class and teaching materials</li> <li>▪ Limited sports and PE equipment</li> <li>▪ Cleaning materials and equipment</li> <li>▪ School catering kitchen</li> </ul>  |                     |                        |
| Location(s) covered by this risk assessment:          | <ul style="list-style-type: none"> <li>▪ All school premises and grounds</li> </ul>   |                     |                        |
| Name of person completing this risk assessment:       | Mrs J Woolley   | Date of completion: | 01.09.2020             |
| Risk assessment approved by:                          | Full Governing Body   | Date of approval:   | Sept 2020              |
| Date risk assessment to be reviewed by:               | Within one month of completion  | Risk assessment no: | Version 4 – 01.09.2020 |

### Record of risk assessment reviews

|                 |            |              |                       |                                 |   |
|-----------------|------------|--------------|-----------------------|---------------------------------|---|
| Date of review: | 14.07.2020 | Reviewed by: | J Woolley<br>H Glover | Comments / date of next review: | <ul style="list-style-type: none"> <li>▪ 07.09.2020</li> <li>▪ Paediatric first aider in full time with child with severe medical condition. CPR may be necessary – First Aider is prepared to administer but does not want to use a mouth guard even though one is available.</li> </ul> |
|-----------------|------------|--------------|-----------------------|---------------------------------|---|

|                 |            |              |                       |                                 |  |
|-----------------|------------|--------------|-----------------------|---------------------------------|--|
| Date of review: | 01.09.2020 | Reviewed by: | J Woolley<br>H Glover | Comments / date of next review: | ▪ Controls for Breakfast Club/Twiglets Expanded. |
| Date of review: |            | Reviewed by: |                       | Comments / date of next review: | ▪  |

| What are the hazards?   | Who might be harmed and how?  | What are you already doing?   | Likelihood | Severity | Risk | Do you need to do anything else to manage this risk locally?   | Who will do this?  | When must this be done?   | Completed on:  |
|---|---|---|------------|----------|------|--|--|---|--|
| <ul style="list-style-type: none"> <li>Potential for spread of COVID-19 between persons at school.</li> </ul> | <ul style="list-style-type: none"> <li>Staff and other occupants may catch COVID-19 via direct or indirect contact with carriers.</li> <li>Potential for spread to other family members / persons.</li> </ul> | <p><b>Organise class groups</b></p> <ul style="list-style-type: none"> <li>Children taught in class bubbles.</li> <li>Class groups do not mix (except for small phonics groups)</li> <li>Groups use the same classroom throughout the day.</li> <li>Minimising contact between groups.</li> <li>Children stay in the same groups on each day and do not mix (except for phonics teaching).</li> <li>Where possible ensure that the same teachers and other staff are assigned to the same classes during the day and on subsequent days.</li> </ul> <p><b>Organise Wrap Around Care</b></p> <ul style="list-style-type: none"> <li>Breakfast Club and Twiglets to be held in the hall.</li> </ul> | 3          | 4/<br>5  | 12   | <ul style="list-style-type: none"> <li><b>Classes set for September.</b></li> <li><b>Teachers to teach children about rules and expectations from day including hand washing routines.</b></li> <li><b>Plans and risk assessment communicated to all staff, parents and governors.</b></li> <li><b>Risk assessment on website.</b></li> <li><b>Booking system to be changed so that</b></li> </ul> | <p>Teaching Staff</p> <p>All teachers</p> <p>JW/DW</p> <p>HG</p> <p>HG</p> | <p>By 17<sup>th</sup> July</p> <p>3<sup>rd</sup> Sept</p> <p>By 1<sup>st</sup> Sept</p> <p>By 1<sup>st</sup> Sept</p> <p>By 2<sup>nd</sup> Sept</p> <p>By 2<sup>nd</sup> Sept</p> | <p>15<sup>th</sup> July</p> <p>3<sup>rd</sup> Sept</p> <p>1<sup>st</sup> Sept</p> <p>1<sup>st</sup> Sept</p> <p>1<sup>st</sup> Sept</p> <p>1<sup>st</sup> Sept</p> |

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|                       |                              | <ul style="list-style-type: none"> <li>▪ Children stay in small consistent groups, socially distanced. Where possible these groups will be classes or year groups.</li> <li>▪ Parents not allowed into school building at pickup/drop off time.</li> </ul> <p><b>Identify vulnerable staff, pupils.</b></p> <ul style="list-style-type: none"> <li>▪ Involve employees in plan to return to school.</li> </ul> |            |          |      | <ul style="list-style-type: none"> <li>▪ <b>parents have to book further in advance.</b></li> <li>▪ <b>Protocol for Wrap-around care to be written.</b></li> <li>▪ <b>Children to enter through the Year 5/6 entrance. Parents are not to enter the school.</b></li> <li>▪ <b>Children and staff to use hand sanitiser as they enter the hall.</b></li> <li>▪ <b>Breakfast/tea to be served on separate tables for Reception, Year 1 &amp; 2, Year 3 &amp; 4 and Year 5 &amp; 6. Tables and children sat well-spaced apart.</b></li> <li>▪ <b>Small groups set up (R, Yr 1 &amp; 2, Yr 3 &amp; 4, Yr 5 &amp; 6).</b></li> </ul> | <p>JW</p> <p>MG/TW</p> <p>MG/TW</p> <p>MG/TW</p> <p>MG/TW</p> <p>MG/TW</p> <p>MG/TW</p> | <p>By 2<sup>nd</sup> Sept</p> <p>By 2<sup>nd</sup> Sept</p> <p>By 2<sup>nd</sup> Sept</p> <p>By 2<sup>nd</sup> Sept</p> <p>By 2<sup>nd</sup> Sept</p> <p>By 2<sup>nd</sup> Sept</p> <p>By 2<sup>nd</sup> Sept</p> | <p>2<sup>nd</sup> Sept</p> <p>2<sup>nd</sup> Sept</p> <p>2<sup>nd</sup> Sept</p> <p>2<sup>nd</sup> Sept</p> <p>2<sup>nd</sup> Sept</p> <p>2<sup>nd</sup> Sept</p> |

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|                       |                              | <ul style="list-style-type: none"> <li>▪ Consider personal risk factors including pregnancy, age, ethnicity, job role, etc.</li> <li>▪ Consider needs of vulnerable pupils.</li> </ul> |            |          |      | <ul style="list-style-type: none"> <li>▪ <b>Small group activities to be set up and contact between groups to be minimised</b></li> <li>▪ <b>Email staff asking them to confidentially report any characteristics that they have that makes them vulnerable.</b></li> <li>▪ <b>Complete individual staff risk assessments for vulnerable staff.</b></li> <li>▪ <b>Share information about testing available for staff members with symptoms</b></li> <li>▪ <b>Complete individual risk assessment for children with EHCPs/ medical needs/vulnerable ethnic groups.</b></li> </ul> | <p>HG</p> <p>JW</p> <p>JW</p> <p>HS/JS</p> | <p>By 2<sup>nd</sup> Sept</p> <p>By 2<sup>nd</sup> Sept</p> | <p>14<sup>th</sup> July</p> <p>2<sup>nd</sup> Sept</p> <p>3<sup>rd</sup> Sept</p> <p>2<sup>nd</sup> Sept</p> |

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|                       |                              | <p><b>Organise classrooms and other learning spaces</b></p> <ul style="list-style-type: none"> <li>Organise classrooms for maintaining space between desks and chairs. Ensure the same principle is applied to teachers' desks.</li> <li>Arrange desks seating pupils' side by side facing forwards. Pupils to use the same desk every day.</li> <li>Remove any unnecessary furniture.</li> <li>Floor markings can be used as well to define transit routes or no-go spaces in classrooms.</li> <li>Remove any unnecessary items including soft furnishings and other items that are hard to clean.</li> <li>All spaces should be well ventilated using windows etc where possible.</li> </ul> |            |          |      | <ul style="list-style-type: none"> <li><b>Floor markings and signs to be placed in appropriate areas around the school.</b></li> <li><b>Teachers to re-arrange classes and remove resources too difficult to clean</b></li> </ul> | <p>HG/SR</p> <p>TP &amp; RC and teaching staff</p> | <p>By 2<sup>nd</sup> Sept</p> <p>By 2<sup>nd</sup> Sept</p> | <p>1<sup>st</sup> Sept</p> <p>2<sup>nd</sup> Sept</p> |
|                       |                              | <p><b>Review curriculum provision</b></p> <ul style="list-style-type: none"> <li>Decide which lessons or activities will be delivered and those that cannot safely be delivered. This might include some practical or physical activities.</li> </ul>  |            |          |      | <ul style="list-style-type: none"> <li><b>Teaching teams to work together to plan provision</b></li> </ul>  | <p>TP &amp; RC with teaching staff</p>             | <p>2<sup>nd</sup> Sept</p>                                  | <p>2<sup>nd</sup> Sept</p>                            |

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|                       |                              | <ul style="list-style-type: none"> <li>Consider which lessons or activities can take place outdoors where social distancing is easier and the risk of transmission reduced.</li> </ul>   |            |          |      |  |  |   |  |
|                       |                              | <p><b>Movement around the school</b></p> <ul style="list-style-type: none"> <li>Use the timetable to reduce movement around the school as much as possible and avoid creating busy corridors and entrances/exits.</li> <li>Collective worship to be continued online.</li> <li>Stagger start and finish times.</li> <li>Stagger break and lunch times.</li> <li>Use one-way systems where possible.</li> <li>Prioritise use of classrooms where external doors are present so entry / exit can be made from outside rather internal corridors.</li> <li>Use floor or wall markings to highlight social distancing.</li> <li>Ensure that toilet facilities do not become crowded by limiting the numbers allowed to use at any one time.</li> </ul> |            |          |      | <ul style="list-style-type: none"> <li><b>SLT to review lunchtimes and breaktime timetable.</b></li> <li><b>JW to review timetable and teachers plans to ensure minimal contact between groups.</b></li> <li><b>HG and JW to review systems and signage</b></li> <li><b>Teachers to ensure all children know the expectations for social distancing and hygiene.</b></li> <li><b>HG and JW to review numbers allowed in toilets at any one time. Signs to be displayed.</b></li> <li><b>Create a plan of the building to mark out where classes do not mix and to show entry and exit points for different classes.</b></li> </ul> | <p>SLT</p> <p>JW, RC &amp; TP</p> <p>HG &amp; JW</p> <p>Teachers.</p> <p>HG &amp; JW</p> <p>HG</p> | <p>2nd Sept</p> <p>2nd Sept</p> <p>2nd Sept</p> <p>3rd Sept</p> <p>2nd Sept</p> <p>2nd Sept</p> | <p>2<sup>nd</sup> Sept</p> <p>2<sup>nd</sup> Sept</p> <p>1<sup>st</sup> Sept</p> <p>3<sup>rd</sup> Sept</p> <p>1<sup>st</sup> Sept</p> <p>1<sup>st</sup> Sept</p> <p>2<sup>nd</sup> Sept</p> |

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|                       |                              | <ul style="list-style-type: none"> <li>Children to be allowed to use toilet during lessons rather than just at breaktimes to avoid overcrowding.</li> <li>With due regard to fire safety, doors may be temporarily propped to limit touching of door handles and aid ventilation.</li> <li>Some children may need additional support with these measures e.g. the very young or those with special educational needs.</li> </ul>                                  |            |          |      | <ul style="list-style-type: none"> <li><b>Display signs on entry and exit points identify who can and cannot use.</b></li> </ul>   | HG                                   |  | 1 <sup>st</sup> Sept   |
|                       |                              | <p><b>Shared spaces e.g. assembly and dining halls</b></p> <ul style="list-style-type: none"> <li>Use halls, dining areas and sports facilities at half capacity.</li> <li>If class groups need to use the space at the same time ensure the groups do not mix and do not play sports or games together.</li> <li>Adequate cleaning will need to take place between groups using the shared spaces including wiping down of tables between each group.</li> </ul> |            |          |      | <ul style="list-style-type: none"> <li><b>Packed lunches to be eaten in classrooms.</b></li> <li><b>Caterlink to provide packed lunches for all pupils.</b></li> <li><b>Breakfast Club/Twiglets children cannot mix between phases/groups and children must stay within these groups.</b></li> <li><b>Breakfast Club/Twiglets staff to clean tables and</b></li> </ul> | HG/JW<br>Caterlink<br>MG/TW<br>MG/TW | 2 <sup>nd</sup> Sept<br>2 <sup>nd</sup> Sept<br>2 <sup>nd</sup> Sept<br>2 <sup>nd</sup> Sept | 2 <sup>nd</sup> Sept<br>2 <sup>nd</sup> Sept<br>2 <sup>nd</sup> Sept<br>2 <sup>nd</sup> Sept |

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|                       |                              | <ul style="list-style-type: none"> <li>Stagger the use of staff rooms, work rooms and offices to maintain social distancing.</li> <li>Meetings take place remotely via Teams.</li> </ul>   |            |          |      | <ul style="list-style-type: none"> <li><b>chairs and kitchen area after each session.</b></li> <li><b>Breakfast Club and Twiglets Resources to be kept separate and limited to specific year groups.</b></li> </ul>   | MG/TW             | 2 <sup>nd</sup> Sept    | 2 <sup>nd</sup> Sept |
|                       |                              | <p><b>Outside spaces</b></p> <ul style="list-style-type: none"> <li>Should be used for exercise and breaks where possible</li> <li>Outdoor education can limit transmission and allow easier distancing between children and staff</li> <li>Outdoor equipment should not be used unless it can be ensured that appropriate cleaning takes place, groups do not use it at the same time and there is cleaning in between groups using the equipment.</li> </ul> |            |          |      | <ul style="list-style-type: none"> <li><b>Zone off areas of the field to ensure children do not mix at playtimes.</b> <ul style="list-style-type: none"> <li><b>Teachers to plan outside lessons as much as possible but staying in their own areas of the field and playground</b></li> <li><b>Tape off any outside equipment not to be used.</b></li> </ul> </li> </ul> | HG/SR             | 2 <sup>nd</sup> Sept    | 1 <sup>st</sup> Sept |
|                       |                              | <p><b>Shared resources</b></p> <ul style="list-style-type: none"> <li>Limit what shared resources are required and, particularly any that are taken home.</li> <li>Cleaning will be needed after each use where shared</li> </ul>  |            |          |      | <ul style="list-style-type: none"> <li><b>Letter to parents asking children to bring in own pencil case/pens.</b></li> <li><b>Cleaning equipment in each classroom and</b></li> </ul>   | JW                | 17 <sup>th</sup> Aug    | 26 <sup>th</sup> Aug |
|                       |                              |  |            |          |      |   | HG/SR             | 2 <sup>nd</sup> Sept    | 2 <sup>nd</sup> Sept |



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|--|---|---|------------|----------|------|---|-----------------------------------|--|--|
|  |   | <p>resources are used by different groups.</p> <ul style="list-style-type: none"> <li>Practical lessons can go ahead only if equipment is cleaned between used and the classroom / space is cleaned between different groups using them.</li> </ul>   |            |          |      | <b>Breakfast Club/Twiglets to allow adults to clean.</b>  |                                   |  |  |
| <ul style="list-style-type: none"> <li>Potential for spread of COVID-19 between persons arising from travel to school or dropping / picking up at school.</li> </ul> | <ul style="list-style-type: none"> <li>Staff and other occupants may catch COVID-19 via direct or indirect contact with carriers.</li> <li>Potential for spread to other family members / persons.</li> </ul> | <p><b>Getting to school and drop off / pick up</b></p> <ul style="list-style-type: none"> <li>Encourage people to walk or cycle to school where possible</li> <li>Highlight government advice on safe travel to parents and carers.</li> <li>Stagger start and finish times to limit numbers at any one time.</li> <li>Introduce one-way systems as required through the playgrounds.</li> <li>Mark drop and pick up areas including with social distancing markers. Different areas may be needed for different classes and groups.</li> </ul> | 2          | 4/5      | 8    | <ul style="list-style-type: none"> <li><b>One-way system, drop off areas to be clearly marked.</b></li> <li><b>All information communicated to parents via email.</b></li> <li><b>Group specific information communicated to parents</b></li> </ul> | HG/SR<br><br>JW<br><br>DW, RC, TP | 2 <sup>nd</sup> Sept<br><br>2 <sup>nd</sup> Sept<br><br>2 <sup>nd</sup> Sept | 2 <sup>nd</sup> Sept<br><br>2 <sup>nd</sup> Sept<br><br>2 <sup>nd</sup> Sept |
| <ul style="list-style-type: none"> <li>Risks of spread of COVID-19 from providing first aid or care.</li> </ul>  | <ul style="list-style-type: none"> <li>Staff and other occupants may catch COVID-19 via direct or</li> </ul>  | <p><b>First aid and care provision</b></p> <ul style="list-style-type: none"> <li>The school will maintain suitable first aid and where</li> </ul>  | 2          | 4/5      | 8    | <ul style="list-style-type: none"> <li><b>PPE and First Aid equipment provided in all classes.</b></li> </ul>   | HG/TB<br><br>JW                   | 2 <sup>nd</sup> Sept.  | Concerns about child   |

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|                       | <p>indirect contact with carriers by close contact for first aid or care provision.</p> <ul style="list-style-type: none"> <li>▪ Potential for spread to other family members / persons.</li> </ul> | <p>needed paediatric first aid cover.</p> <ul style="list-style-type: none"> <li>▪ Social distancing and hygiene control measures must be maintained so far as is reasonably practicable when providing first aid e.g. limiting numbers in first aid rooms, cleaning the area after treatment, PPE for first aiders and thorough hand washing. PPE can include masks, gloves, aprons, goggles, or face shields.</li> <li>▪ Wall mounted hand sanitizer dispensers in every classroom and by external doors.</li> <li>▪ Policy for managing symptomatic people displayed outside school office.</li> <li>▪ All first aid equipment will always be accessible.</li> <li>▪ Children, young people, and students whose care routinely already involves the use of PPE due to their intimate care needs should continue to receive their care in the same way.</li> </ul> |            |          |      | <ul style="list-style-type: none"> <li>▪ <b>All contact with symptomatic/infected people is reported to PHE.</b></li> </ul> |                   |                         | <p>who may need CPR due to medical condition.</p> |

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|                       |                              | <ul style="list-style-type: none"> <li>▪ Symptomatic child isolated in the Den by an open external door whilst waiting for collection. Staff caring for the child to maintain a 2m distance. Symptomatic adults to leave the site immediately.</li> <li>▪ Children who are ill but not showing covid symptoms to wait outside school office for collection.</li> <li>▪ If a child, young person, or other learner becomes unwell with symptoms of coronavirus while in their setting and needs direct personal care until they can return home. A face mask should be worn by the supervising adult if a distance of 2 metres cannot be maintained. If contact with the child or young person is necessary, then gloves, an apron and a face mask should be worn by the supervising adult. If a risk assessment determines that there is a risk of splashing to the eyes, for example from coughing, spitting, or</li> </ul> |            |          |      |  |                   |                         |               |

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|  |  | <p>vomiting, then eye protection should also be worn.</p> <ul style="list-style-type: none"> <li>All incidents must be recorded as per the school's normal arrangements.</li> </ul>  |            |          |      |   |  |   |   |
| <ul style="list-style-type: none"> <li>Contamination of commonly used areas, including door handles, IT equipment and equipment used by multiple persons.</li> </ul> | <ul style="list-style-type: none"> <li>Staff and other occupants may become contaminated via indirect contact with contaminated equipment.</li> <li>Potential for spread to other family members / occupants.</li> </ul> | <p><b>Cleaning and hygiene control</b></p> <ul style="list-style-type: none"> <li>Information on measures in place will be provided at reception and key entry points.</li> <li>All staff will be briefed regularly as a minimum on expected hygiene standards.</li> <li>All staff instructed to actively monitor to ensure all colleagues are adhering to principles of good hygiene.</li> <li>Sufficient quantities of cleaning supplies and hand soap to be maintained.</li> <li>More frequent wipe down of high passage area door handles, including main entrance doors and commonly used doors.</li> <li>Daily cleaning in place to provide disinfection of all handles and commonly used surfaces.</li> </ul> | 3          | 4/5      | 12   | <ul style="list-style-type: none"> <li><b>Signage displayed around the school</b></li> <li><b>Regular staff briefings</b></li> <li><b>Children taught about hand cleaning and respiratory hygiene</b></li> <li><b>Cleaning supplies maintained</b></li> <li><b>Cleaning protocol written and staff briefed on expectations for cleaning.</b></li> <li><b>Teaching staff to routinely remind children</b></li> <li><b>Teaching staff to routinely wipe down resources and furniture.</b></li> <li><b>Cleaning staff to be given adequate time to thoroughly clean and</b></li> </ul> | <p>HG</p> <p>JW</p> <p>Teaching staff</p> <p>HG/SR</p> <p>HG</p> <p>Teachers</p> <p>Teachers</p> <p>HG</p> | <p>2<sup>nd</sup> Sept</p> <p>Ongoing</p> <p>3<sup>rd</sup> Sept</p> <p>2<sup>nd</sup> Sept</p> | <p>2<sup>nd</sup> Sept</p> <p>Ongoing</p> <p>3<sup>rd</sup> Sept</p> <p>Ongoing</p> <p>2<sup>nd</sup> Sept</p> <p>Ongoing</p> <p>Ongoing</p> <p>Ongoing</p> |

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|--|--|---|------------|----------|------|---|-------------------------------|---|--|
|  |  | <ul style="list-style-type: none"> <li>IT equipment to be used by one person as a designated workstation where possible and cleaned (wiped down) pre use and at the end of the day.</li> <li>Alcohol based hand sanitiser should be considered for practical sessions where hand washing will be required before and after if sufficient facilities are not available.</li> </ul> |            |          |      | <ul style="list-style-type: none"> <li><b>disinfect school at the end of day.</b></li> <li><b>Office staff to wipe down and clean their work stations at end of each day.</b></li> <li><b>Boxes of tissues available in all classrooms/teaching spaces.</b></li> <li><b>Pedal bins for tissues only in each classroom – emptied daily.</b></li> </ul> | <p>HG</p> <p>HG</p> <p>HG</p> | <p>2<sup>nd</sup> Sept</p> <p>2<sup>nd</sup> Sept</p> | <p>Ongoing</p> <p>2<sup>nd</sup> Sept</p> <p>3<sup>rd</sup> Sept</p>   |
| <ul style="list-style-type: none"> <li>Contamination of food products and packaging from supply chain or from food preparation on site.</li> </ul> | <ul style="list-style-type: none"> <li>Staff and occupants infected by consumption of contaminated food packaging or food product.</li> <li>Contamination of food by catering staff failing to adhere to hygiene standards or otherwise who are infected with COVID-19.</li> </ul> | <p><b>Catering provision</b></p> <ul style="list-style-type: none"> <li>Confirm with catering provider that all relevant safety procedures are in place and that they are adhering to government guidelines</li> <li>Ensure that catering providers are aware of any changes to lunch times and operating practices you have made.</li> </ul>                                     | 2          | 4/5      | 8    | <ul style="list-style-type: none"> <li><b>Confirm with Caterlink</b></li> <li><b>Agree timings for lunch with Caterlink</b></li> </ul>  | <p>HG</p> <p>HG</p>           | Mid Aug   | <p>2<sup>nd</sup> Sept</p> <p>Packed lunches for children are being provided by Caterlink from school kitchen.</p> |
| <ul style="list-style-type: none"> <li>Staff and pupils may be un-</li> </ul>  | <ul style="list-style-type: none"> <li>Risk of injury arising from</li> </ul>  | <p><b>Emergencies</b></p>   | 2          | 4/5      | 8    | <ul style="list-style-type: none"> <li><b>Fire practice in first two weeks ensuring staff are</b></li> </ul>  | HG & JW                       | 18 <sup>th</sup> Sept.                                |  |

| What are the hazards?  | Who might be harmed and how?   | What are you already doing?  | Likelihood | Severity | Risk | Do you need to do anything else to manage this risk locally?   | Who will do this? | When must this be done? | Completed on:   |
|--|--|--|------------|----------|------|--|-------------------|-------------------------|---|
| familiar with changes to fire safety or other emergency arrangements.  | panic due to lack of clear emergency arrangements.   | <ul style="list-style-type: none"> <li>Consider if any changes are required to emergency evacuation procedures because of any other changes made to provision in school e.g. reduced staff, fire wardens covering different areas, managing assembly areas etc.</li> <li>A full fire drill may not be appropriate but ensure all staff are familiar with any changes to arrangements. If you are sharing with other schools make sure any external staff are aware as well.</li> <li>Other emergency procedures e.g. lockdown should be reviewed as required.</li> </ul> |            |          |      | <b>aware of maintaining social distancing.</b>   |                   |                         |   |
| <ul style="list-style-type: none"> <li>Safety of health issues relating to interrupted maintenance or inspection schedules whilst school has been closed or in limited use.</li> </ul> | <ul style="list-style-type: none"> <li>All persons at risk of Legionnaires disease from little used systems</li> <li>Damaged or broken items may not be identified or repairs actioned leading to injury.</li> </ul> | <b>Maintenance and inspection</b> <ul style="list-style-type: none"> <li>Before school reopens:</li> <li>Ensure all little used water outlets are flushed through.</li> <li>Check and test all fire protective systems</li> <li>Check and test all relevant safety critical devices</li> <li>Carry out a visual site inspection to identify any</li> </ul>   | 1          | 2        | 2    | <ul style="list-style-type: none"> <li><b>Health and Safety walk of school site</b></li> <li><b>HG to run through with SR</b></li> </ul> | HG & JW           | 2 <sup>nd</sup> Sept.   | 2 <sup>nd</sup> Sept<br>Caretaker on site – all checks being carried out. |

| What are the hazards?  | Who might be harmed and how?  | What are you already doing?  | Likelihood | Severity | Risk | Do you need to do anything else to manage this risk locally?  | Who will do this? | When must this be done? | Completed on:  |
|--|---|--|------------|----------|------|---|-------------------|-------------------------|--|
|  | <ul style="list-style-type: none"> <li>Statutory inspections or maintenance may be missed leading to failure of safety critical items.</li> </ul>   | issues that may need remedying   |            |          |      |   |                   |                         |  |
| <ul style="list-style-type: none"> <li>Potential for spread of COVID-19 between persons at school showing symptoms of coronavirus or those who are confirmed to have coronavirus.</li> </ul> | <ul style="list-style-type: none"> <li>Staff and other occupants may catch COVID-19 via direct or indirect contact with carriers.</li> <li>Potential for spread to other family members / persons.</li> </ul> | <p><b>Suspected case of coronavirus in school</b></p> <ul style="list-style-type: none"> <li>If anyone becomes unwell with a new, continuous cough or a high temperature in an education or childcare setting, they must be sent home and advised to follow government guidance.</li> <li>If a child is awaiting collection, they should be moved, if possible, to a room where they can be isolated behind a closed door, depending on the age of the child and with appropriate adult supervision if required.</li> <li>PPE should be worn by staff caring for the child while they await collection if a distance of 2 metres cannot be maintained.</li> <li>If a member of staff has helped someone who was</li> </ul> | 3          | 4/5      | 12   | <ul style="list-style-type: none"> <li><b>See policy for managing symptomatic people in school</b></li> </ul> |                   |                         | <p>1<sup>st</sup> June</p> <p>Additional guidance and clear procedures in place from PHE.</p> <p>1<sup>st</sup> June</p> <p>1<sup>st</sup> June</p> <p>1<sup>st</sup> June</p> |

| What are the hazards?                               | Who might be harmed and how?                        | What are you already doing?   | Likelihood | Severity | Risk | Do you need to do anything else to manage this risk locally?  | Who will do this? | When must this be done? | Completed on:   |
|---|---|---|------------|----------|------|---|-------------------|-------------------------|---|
|   |   | <p>unwell with a new, continuous cough or a high temperature, they do not need to go home unless they develop symptoms themselves (and in which case, a test is available) or the child subsequently tests positive. They should wash their hands thoroughly for 20 seconds after any contact with someone who is unwell. Cleaning the affected area with normal household disinfectant after someone with symptoms has left will reduce the risk of passing the infection on to other people</p> |            |          |      |   |                   |                         |   |
| <ul style="list-style-type: none"> <li>▪</li> </ul> | <ul style="list-style-type: none"> <li>▪</li> </ul> | <p><b>Confirmed case of coronavirus in school</b></p> <ul style="list-style-type: none"> <li>▪ When a child, young person or staff member develops symptoms compatible with coronavirus, they should be sent home and advised to self-isolate for 7 days. Their fellow household members should self-isolate for 14 days.</li> <li>▪ All staff and students who are attending an education</li> </ul>   |            |          |      | <ul style="list-style-type: none"> <li>▪ <b>See policy for managing symptomatic people in school</b></li> </ul> |                   |                         | <p>1<sup>st</sup> June</p> <p>1<sup>st</sup> June</p> |



| What are the hazards? | Who might be harmed and how? | What are you already doing?   | Likelihood | Severity | Risk | Do you need to do anything else to manage this risk locally? | Who will do this? | When must this be done? | Completed on:   |
|-----------------------|------------------------------|---|------------|----------|------|--|-------------------|-------------------------|---|
|                       |                              | <p>or childcare setting will have access to a test if they display symptoms of coronavirus and are encouraged to get tested in this scenario.</p> <ul style="list-style-type: none"> <li>▪ Where a child, young person, or staff member tests positive, the rest of their class or group within their childcare or education setting should be sent home and advised to self-isolate for 14 days. The other household members of that wider class or group do not need to self-isolate unless the child, young person, or staff member they live with in that group subsequently develops symptoms.</li> <li>▪ There is guidance available for special schools, specialist colleges, local authorities and any other settings managing children and young people with education, health, and care plans, including those with complex needs. This covers recommendations for educational settings,</li> </ul> |            |          |      |  |                   |                         | <p>1<sup>st</sup> June</p> <p>1<sup>st</sup> June</p> |

| What are the hazards?  | Who might be harmed and how?  | What are you already doing?   | Likelihood | Severity | Risk | Do you need to do anything else to manage this risk locally? | Who will do this? | When must this be done? | Completed on:             |
|--|---|---|------------|----------|------|--|-------------------|-------------------------|---------------------------|
|  |   | working with local areas and families, on how to assess risks in supporting children and young people.  |            |          |      |  |                   |                         |                           |
| <ul style="list-style-type: none"> <li>Remote working of staff. Potential for DSE related issues when away from site.</li> </ul> | <ul style="list-style-type: none"> <li>Staff may not have designed work location due to the 'exceptional' need to work at home who are otherwise school based employees.</li> <li>There is a risk of musculoskeletal injuries.</li> </ul> | <p><b>Staff working remotely</b></p> <ul style="list-style-type: none"> <li>E-learning courses can be carried out to supplement guidance as required.</li> <li>Ensure regular communication with staff working remotely.</li> </ul> | 1          | 2        | 1    |  |                   |                         | All staff back in school. |

## Risk Rating Matrix

| Likelihood    | Description  | Score |
|---------------|--|-------|
| Very unlikely | Unforeseeable that an injury or incident could happen. A 1 in a million chance of a hazardous event happening. | 1     |
| Unlikely      | An injury or incident could happen, although unlikely. A 1 in 100,000 chance of the hazardous event happening. | 2     |
| Fairly likely | An injury or incident may happen. A 1 in 10,000 chance of the hazardous event happening.                       | 3     |
| Likely        | It is foreseeable that an injury or incident will happen. A 1 in 1000 chance of the hazardous event happening. | 4     |
| Very Likely   | Imminent possibility of injury or accident. A 1 in 100 chance of the hazardous event happening.                | 5     |

| Severity / Consequence | Description   | Score |
|------------------------|---|-------|
| Insignificant          | No injury   | 1     |
| Minor                  | Injuries only requiring on site first aid   | 2     |
| Moderate               | Injuries that might require further medical attention and injuries that could lead up 3 days' absence | 3     |
| Major                  | Serious injury including broken limbs and injuries leading to over 7 days' absence                    | 4     |
| Catastrophic           | Fatality  | 5     |

|               | Very unlikely | Unlikely | Fairly likely | Likely | Very likely |
|---------------|---------------|----------|---------------|--------|-------------|
| Catastrophic  | 5             | 10       | 15            | 20     | 25          |
| Major         | 4             | 8        | 12            | 16     | 20          |
| Moderate      | 3             | 6        | 9             | 12     | 15          |
| Minor         | 2             | 4        | 6             | 8      | 10          |
| Insignificant | 1             | 2        | 3             | 4      | 5           |

| Risk rating | Actions              |   |
|-------------|----------------------|---|
| 1-2         | <b>No action</b>     | No further action but ensure controls are maintained.                                       |
| 3-6         | <b>Monitor</b>       | Look to improve at next review or if there is a significant change.                         |
| 8-12        | <b>Action</b>        | Review existing controls and make any improvements identified within a specified timetable. |
| 15-16       | <b>Urgent action</b> | Take immediate action and stop activity if necessary, maintain controls rigorously.         |
| 20-25       | <b>Stop</b>          | Stop activity and take immediate action.  |